Field Experience Handbook

Field Experience Students
Mentor Teachers
University Instructors

California University of Pennsylvania

A member of Pennsylvania’s State System of Higher Education
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Acknowledgements

This manual was developed through collaborative efforts of university administration, faculty, and PDS partners. The revisions will be ongoing and recursive.

Disclaimer

The Teacher Education Program policies are continually being re-examined to reflect the regulations and policies of the Pennsylvania Department of Education, California University of Pennsylvania, and the Cal U College of Education and Human Services. As such, California University of PA reserves the right to modify or cancel any statement in this handbook at any time, and such changes may not be immediately reflected in this publication.

The Educational Field Experiences handbook is intended for Initial Certification students only. While in some instances, this handbook may serve as a guide for Advanced Certification students, those who are not Initial Certification will refer to their Program Coordinator for appropriate and official policies.
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Introduction
Field experiences are characterized by communication, collaboration, and accountability in an environment in which candidates implement practices associated with professional learning. The Pennsylvania Department of Education (PDE) requires all candidates to meet intensive, field-based performance competencies in four stages of field experiences (see Appendix). The four stages of field experiences at California University of PA include a variety of school-based opportunities that begin early in the program of study (Stage 1), are ongoing throughout the program (Stages 2 & 3), and culminate with a semester-long clinical practice of student teaching (Stage 4).
Stage 1: Observation and reflection
Stage 2: Early field
Stage 3: Pre-student teaching
Stage 4: Student teaching

Goals
The field experience courses and the field-associated courses in the College of Education and Human Services at California University of PA provide teacher education candidates the opportunity to meet PDE requirements, program requirements, and college-wide standards and outcomes established for field experiences in teacher education. These standards and outcomes reflect the College of Education Conceptual Framework. In field experience courses, candidates apply the knowledge, skills, and professional dispositions gained in program coursework while they are in an actual school setting.

Each field experience has a unique design described in specific source syllabi and aligned to specific program standards.

Progressive Components of Field Experiences
Field experiences move through stages that increase in intensity and in components. The various components of field experiences are described below.

Observation
Observation is the major component of the initial field experience for teacher education majors. It involves being present in an authentic public school classroom to observe and reflect upon student and teacher behaviors and interactions. The setting provides numerous opportunities for students to observe and to implement reflective practices to evaluate and contextualize what they observed. Often, the reflective activities include identification of various teaching methods employed, determining the success of the instruction, and a projection of where the instruction might be for the subsequent class or classes.
Small Group Instruction
Small group instruction is an instructional session in which candidates work with a small group of students who are grouped together based upon mentor teacher guidance and recommendation. These groups may be differentiated by interest, content, and/or level of readiness. Candidates will design the small group instruction using the program-based lesson plan format. This component is typically implemented in stages one and two of field experience. The purpose of small group instruction is to provide candidates with experience in planning, implementing, and evaluating instruction on a smaller scale. Candidates are required to reflect on each small group instructional session to facilitate their development as a reflective practitioner.

Large Group Instruction
Large group instruction is an instructional session in which candidates work with a large group of students who are grouped together based upon mentor teacher guidance and recommendation. These groups may be differentiated by interest, content, and/or level of readiness. Candidates will design the large group instruction using the program-based lesson plan format. This component is typically implemented in stage three of field experience. The purpose of this component is to expose candidates to the need for addressing diversity in the classroom through differentiated instruction and to provide experience working with increasingly larger instructional groups. Candidates are required to reflect on each large group instructional session to continue their development as a reflective practitioner.

Whole Class Instruction
Whole class instruction is an instructional session in which candidates plan and implement instruction for an entire classroom of students based upon mentor teacher guidance and recommendation. Field Experience Students are required to plan, implement, and evaluate whole class instructional sessions using the program-based lesson plan format. Candidates will be expected to employ a variety of instructional methods and materials and will be required to reflect on each large group instructional session to continue their development as a reflective practitioner. The purpose of this component is to prepare the teacher candidate for a semester of student teaching in which all field components will be implemented.

Eligibility
Mentor Teacher
The requirements to be a Mentor Teacher are as follows:
- Hold certification in the appropriate area
- Have a minimum of three years of successful teaching experience
- Hold a Master’s Degree in education (preferred)
- Be recommended by the appropriate school district administrator and approved by the Director of Educational Field Experiences
Field Experience Student
To be a Field Experience Student, the individual must:

• Meet all prerequisite course requirements and course competencies as outlined in individual course syllabus
• Register with the Director of Educational Field Experiences and meet all timelines and other guidelines for obtaining a field placement
• All students in Teacher Education Programs must submit required clearances valid throughout the academic year by July 15 or within 6 weeks of acceptance into a program.
• Have all current clearances, described below and found at this link:

  http://www.calu.edu/academics/colleges/education/common/clearances/index.htm
  - Act 24: Arrest of Conviction Form
  - Act 34: PA Criminal History Record
  - Act 151: Child Abuse History Clearance
  - Act 114: FBI Criminal History Check
  - Mandatory Reporting Training as part of Act 31

The field experience student must present the required clearances to the principal or district administrator upon arrival to the assigned field placement.

Roles and Responsibilities

Field Experience Student Role – This is the university student in a teacher education program, i.e. student who meets all requirements to enroll and complete the Field Experience Course or participate in the field activity. Field experience student must not schedule any classes that are in direct conflict with assigned times within the field placement. A successful field experience is a collaborative effort between the University Instructor, The Mentor Teacher, and the Field Experience Student. Candidates must realize their responsibilities as learners studying the teaching-learning process. Throughout the classroom interactions, candidates will follow the same policies and expectations for regular teachers.

Field Student Responsibilities:

• Give responsibilities of field activities first priority, even though there may be other personally compelling concerns
• Be punctual in arriving at school, at scheduled classes, and at meetings in accordance with school regulations
• Be aware of school’s safety policies and emergency procedures
• Notify the mentor teacher, as well as the university instructor, as far in advance as possible when absence cannot be avoided
• Conduct himself/herself in a professional manner at all times, including dress, speech and personal habits
• Become acquainted with, and abide by, school policies; keep information received
about students or school personnel confidential
• Progress from a passive observer role to an active role in the field experience classroom
• Be prepared when responsibilities are assumed

Other Requirements:
• Field experience students may NOT seek out their own placements.
• All students in Teacher Education Programs must submit required clearances valid throughout the academic year by July 31 or within 6 weeks of acceptance into a program.
• Understand that all placements arranged by the Office of Educational Field Experiences are final.
• Must contact the mentor teacher within seven days of receiving the placement or the placement is forfeited.
• Arrange for transportation to and from the field placement.
• Register for only one field course per semester.
• When scheduling other classes, plan enough time to complete field hours; do not forget to add in time to travel to and from the field placement.

Mentor Teacher Role – The role of the mentor teacher is to guide the field experience student throughout the experience. The mentor teacher is responsible for deciding what subjects and content the candidate will teach and for providing feedback on the candidate’s lesson planning and implementation. The mentor teacher is encouraged to model any and all aspects of effective teaching and to provide feedback to the field experience student as he/she assumes classroom duties and responsibilities. The mentor teacher is encouraged to offer professional advice and can serve best by being a caring educator and a guide.

Mentor Teacher Responsibilities:
• Welcome the field experience student into the field placement classroom.
• Read and become familiar with the Field Experience Handbook.
• Orient the candidate to the school and the community.
• Orient the candidate regarding their classroom rules, routines, procedures, organization and other pertinent information.
• Inform candidate regarding building and district policies.
• Provide the candidate with a gradual introduction to teaching responsibilities.
• Allow the candidate to become acquainted with differing instructional materials including technology and other audiovisual equipment.
• Create and maintain a positive learning environment that fosters the candidate’s personal and professional growth.

A Checklist for the Mentor Teacher
Before the field experience student arrives, the mentor teacher should:
• Prepare P-12 students for the arrival of the candidate.
• Provide a separate adult desk/chair or high table which will serve as a home base for the candidate. Please avoid the use of student desks if at all possible.
• Provide a class roster, daily schedule, and seating chart.
• Provide teaching manuals and textbooks.
• Plan a balanced sequence of experiences for the candidate.

**University Instructor Role** - This is the university faculty person who is assigned to teach the Field Experience Course or who has designed the field-associated activity. The instructor presents content and pedagogy and assists field experience students in applying their knowledge, skills, and professional dispositions in the field placement classroom.

**University Instructor Responsibilities:**

• Visit field placement classroom as needed and/or when appropriate.
• Conduct university-based class sessions to address content, skills, and professional dispositions.
• Ensure candidates are prepared to begin the field placement and to meet the field course expectations.
• Communicate with the mentor teacher regarding course materials and assignments.
• Provide opportunities for candidates to enhance reflective practitioner skills and dispositions.

**Office of Educational Field Experience Role** -- This office is responsible for upholding the policies approved by the College of Education and Human Services and for making field placements for all teacher candidates.

**Office of Educational Field Experience Responsibilities:**

• Work collaboratively with school-based personnel to place candidates in high quality learning environments.
• Work collaboratively with programs to ensure quality match with program expectations and field placements.
• Coordinate and communicate all aspects with candidates.

**Professional Dispositions**
During field experience courses, candidates have the opportunity to develop and refine their knowledge, skills, and professional disposition in authentic classroom settings. Field experience students are invited guests in that school/classroom and are expected to present themselves in a highly professional manner. The way in which candidates behave is a reflection of themselves and the University. Included below is a list of elements that demonstrate a professional disposition.

**Punctuality** – Candidates are to arrive at their field placement at least 10 minutes prior to the arrival time determined by their mentor teacher. Upon arrival at the field site, candidates should report to the office, sign in, and obtain a visitor’s badge before reporting to their classroom. When leaving the school, the candidate is expected to sign out and return the
visitor’s badge.

**Dress** – The teacher candidate is taking on the role of a professional and should therefore dress in a professional manner. They should have cleanliness in personal grooming and clothing should be neat and clean. Teacher candidates may be required by the host school to wear school-issued identification badges.

**Recommended Attire**

Appropriate for Men: Dress Shirt w/optional tie w/slacks; sweater w/slacks; well groomed

Appropriate for Women: Dress; suit; pants suit; blouse or sweater w/skirt or pants; well groomed

Inappropriate: Facial and tongue piercings; jeans; low riding/hip hugging pants; baggy clothing; tank tops; spaghetti strap/halter tops; see through clothing; shorts; short skirts; low-cut blouses or shirts

**Confidentiality** – Confidentiality is of utmost importance. Field experience students must keep any information they are privy to confidential with regard to students in their classroom and/or school, including, but not limited to: grades, health issues, IEP information, behavior issues, etc. Discussion regarding any aspect of the field placement should be limited to the mentor teacher and/or the University Instructor. Sharing information about students outside the field placement classroom is not only unprofessional and unethical, but could also be a violation of federal law. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of the University Instructor.

**Personal Use of Electronic Devices** – Personal use of technology for non-school related purposes is prohibited.

**School and District Policies** – Candidates are to be knowledgeable of and adhere to all school and district policies.

**PA Code of Conduct**—It is the responsibility of the teacher candidate to know, understand and adhere to “Pennsylvania’s Code of Professional Practice and Conduct for Educators” located at [http://www.pacode.com/secure/data/022/chapter235/chap235toc.html](http://www.pacode.com/secure/data/022/chapter235/chap235toc.html)
Evaluation of Field Student by Mentor Teacher
California University of Pennsylvania

Stages 1 and 2: All Instructional I Certificates
Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; Technology Education K-12; Secondary 7-12; Teacher Intern; and Endorsements.

<table>
<thead>
<tr>
<th>Student:</th>
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</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>Mentor Teacher:</td>
<td></td>
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<tr>
<td>Mentor Teacher’s Signature:</td>
<td></td>
</tr>
<tr>
<td>Course for Observation:</td>
<td></td>
</tr>
<tr>
<td>ELE 200, ELM 200, ESP 339, ESP 739, MSE 641, MSE 644, SEC 220, SEC 360, TED 100, TED 300</td>
<td></td>
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</tbody>
</table>

As a mentor teacher is it important that your field student receives honest and constructive feedback. Please take the time to complete this form, print it, sign it, and give it to your field student before the last day of the placement. Feel free to allow your comments to go to the next page if needed.

Responses to the following evaluation may be based upon the field experience student’s direct observation or mentor teacher’s consultation with the field student.

Thank you in advance for your support.

Scoring Guide

To earn a score of 3 (Exceeds Expectations):
- The teacher candidate consistently and thoroughly demonstrates indicators of performance.

To earn a score of 2 (Meets Expectations):
- The teacher candidate usually and extensively demonstrates indicators of performance.

To earn a score of 1 (Below Expectations):
- The teacher candidate sometimes and adequately demonstrates indicators of performance.

To earn a score of U (Unsatisfactory):
- The teacher candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.
### Competency Domain A: Planning and Preparation

<table>
<thead>
<tr>
<th>Requirement is met when the candidate demonstrates:</th>
</tr>
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<tbody>
<tr>
<td>1. Reflects on elements of planning and preparation from observations in educational settings.</td>
</tr>
<tr>
<td>2. Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observations.</td>
</tr>
<tr>
<td>3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.</td>
</tr>
<tr>
<td>4. Identifies how learning goals were developed to address individual student needs.</td>
</tr>
<tr>
<td>5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.</td>
</tr>
</tbody>
</table>

**Additional Comments**

### Competency Domain B: Classroom Environment

<table>
<thead>
<tr>
<th>Requirement is met when the candidate demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes elements of effective classroom management observed in various educational settings.</td>
</tr>
<tr>
<td>2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.</td>
</tr>
<tr>
<td>3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.</td>
</tr>
</tbody>
</table>

**Additional Comments**

### Competency Domain C: Instructional Delivery

<table>
<thead>
<tr>
<th>Requirement is met when the candidate demonstrates:</th>
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</thead>
<tbody>
<tr>
<td>1. Observes and reflects on effective verbal and non-verbal communication techniques.</td>
</tr>
<tr>
<td>2. Observes and reflects on effective questioning and discussion techniques.</td>
</tr>
<tr>
<td>3. Identifies ways in which technology is used as a teaching and learning tool.</td>
</tr>
<tr>
<td>4. Reflects on the level of active student engagement during instructional delivery.</td>
</tr>
<tr>
<td>5. Observes methods of communication of instructional goals procedures and content.</td>
</tr>
</tbody>
</table>

**Additional Comments**
### Competency Domain D: Professional Conduct

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<tr>
<th>Requirement is met when the candidate demonstrates:</th>
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<td>1. Represents integrity, ethical behavior and professional conduct as stated in the &quot;PA Code of Professional Practice &amp; Conduct for Educators, as well as local, state and federal laws and regulations.</td>
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<td>2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.</td>
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**Additional Comments**

### Competency Domain E: Assessment

<table>
<thead>
<tr>
<th>Requirement is met when the candidate demonstrates:</th>
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<tbody>
<tr>
<td>1. Identifies and reports on various kinds of assessments used in instruction.</td>
</tr>
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<td>2. Assesses their own professional growth through focused self-reflection.</td>
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**Additional Comments**

### Competency Domain F: Knowledge of Diverse Learners:

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<th>Requirement is met when the candidate demonstrates:</th>
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<td>1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.</td>
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<td>2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.</td>
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**Additional Comments**
Evaluation of Field Student by Mentor Teacher
California University of Pennsylvania
Stage 3: All Instructional I Certificates
Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; Technology Education K-12; Secondary7-12; Teacher Intern; and Endorsements.

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<td>ELE 410, ELE 411, ELE 703, ELM 411, ELM412, ESP 349, ESP 622, ESP 623, MSE 647, SEC 420, TED 450, TED 451</td>
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**Requirement is met when the candidate demonstrates:**

1. Adequate knowledge of content and related research-based pedagogy based on sound educational psychology principles.
2. Adequate knowledge of Pa. Pre-K-1 2 Academic Standards and the ability to use them to guide instructional planning.
3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.
4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs.
5. The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.

**Additional Comments**

## Competency Domain B: Classroom Environment

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**Requirement is met when the candidate:**

1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Identifies opportunities for productive family and community contact.
6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

**Additional Comments**
Competency Domain C: Instructional Delivery

Requirement is met when the candidate:
1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.
4. Uses technology as an effective teaching and learning tool.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses formal and/or informal assessment to measure student responsiveness to instruction.
8. Constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Clearly communicates instructional goals, procedures and content.

Additional Comments

Competency Domain D: Professional Conduct

Requirement is met when the candidate:
1. Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to grading, attendance, lesson plans, parent communication, and inter-school needs.
2. Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
4. Applies safety precautions and procedures
5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
6. Develops and maintain professional relationships with school colleagues.

Additional Comments
## Competency Domain E: Assessment

**Requirement is met when the candidate:**

1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
7. Assesses their own professional growth through focused self-reflection.

### Additional Comments

## Competency Domain F: Knowledge of Diverse Learners

**Requirement is met when the candidate:**

1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

### Additional Comments